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ABSTRACT

Annually in May and June, grade 3, 6, and 9 students in Alberta (Canada) take provincial achievement tests. This guide, in both English and French versions, explains the achievement tests. The tests are designed to indicate how well students meet the province's standards, to support teachers in planning instruction, and to inform the public about academic achievement. The tests are developed by the Alberta Department of Education in cooperation with school districts, and all questions are field tested. The grade 3 language arts test has reading and writing sections, each of which takes about an hour, and a multiple-choice mathematics test that also takes about an hour. Tests are locally and centrally graded, and parents receive student profiles with test results. Teachers decide for themselves whether to use the achievement test score in the child's final grades. Families can support student learning and achievement as measured by these tests by reading with their children and staying in touch with their children's teachers. The provincial standards for the subject areas of mathematics and language arts are listed, and sample questions are provided for each area. (SLD)

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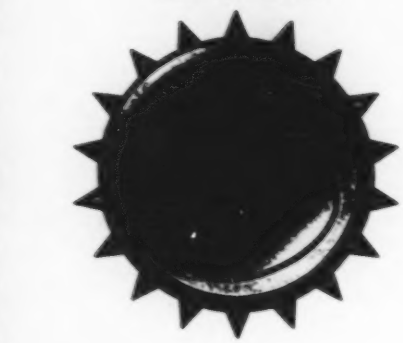
ED 411 318

Parent Guide

To Provincial Achievement Testing

Grade



Achievement tests?
We students will help you
find out all about them!
Just follow us...

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Information About the Provincial Achievement Testing Program

In May-June, your son or daughter in Grade 3 will write provincial achievement tests in mathematics, and language arts. Students in grades 6 and 9 will also write achievement tests.

Answers to questions that parents often ask are given below.

What are the achievement tests ?

Grade 3 students write tests in mathematics and language arts. Grades 6 and 9 students write tests in language arts, mathematics, science, and social studies. These are provincial tests. They are based on what students are expected to know and be able to do, and how well. These are the provincial standards.

Who writes the tests?

All Alberta students in grades 3, 6, and 9 are expected to write the provincial tests for their grade levels. Students in French programs write English and French language arts tests and the French forms of the other tests. A small number of students in special circumstances, who would be unable to respond at all to the tests or who would be harmed by the testing, may be excused by a superintendent. Special provisions are made for students with physical disabilities and learning disabilities who need assistance to write the tests.

What is the purpose of the achievement tests?

The tests are designed to indicate how well Alberta students are meeting provincial standards. They are intended to support teachers in planning instruction and to inform Albertans about student achievement in the province.

What are achievement tests used for?

Each school and jurisdiction receives a detailed report on its students' results. School staff, in consultation with their school council, look at the school report to see where their students did well and where learning could be improved. The principal, teachers, parents, and the community look at these results in relation to past results, along with school and district assessments and other information about students and programs. They use this information to improve learning opportunities for their students.

Similarly, the school board and the superintendent look at the district report to see how district-wide programs can be improved for students. Alberta Education looks at the provincial results to see if changes are needed in provincial programs or policies.

In this way, everyone works together to help all students learn to their potential.

Do the provincial achievement tests test everything?

No single test can assess everything. Such things as laboratory skills, oral language expression and many other learnings are best evaluated by the classroom teacher. The clearest picture of students' growth and development is gained when a wide variety of assessment information is considered.

How are achievement tests developed?

Alberta Education and classroom teachers, in cooperation with school districts, work together to develop the provincial achievement tests. All questions are field tested with grade 3, 6, or 9 students before being used on provincial tests. Questions have to be clear to students, or we don't include the questions.

How long do these tests take to write?

The Grade 3 language arts test has two parts: reading and writing. Each takes one hour. The multiple-choice test for mathematics also takes about one hour.

In grades 6 and 9, the written section of the language arts test takes about two hours, and the reading section one and one-half hours. Multiple-choice tests in each of the other three subject areas also take about one and one-half hours.

Suitable breaks are provided for students. Also, tests are scheduled over several days so that only one test is written in a day.

When are the tests written?

The written part of the language arts test is scheduled for late May and the rest of the tests in the last half of June.

How are the tests marked?

Teachers are provided with scoring guides and samples of student work that illustrate the standards. This enables teachers to mark their students' tests and use the results as part of students' final grades.

Provincial marking is done centrally. Multiple-choice questions are machine-scored. Teachers meet in July to mark the written part of the language arts test. Alberta Education staff provide training to the teachers and carry out regular reliability checks during central marking.

Do the achievement tests affect report card marks?

The teacher is in charge of classroom assessment. Each individual teacher decides whether to mark the tests and use the results in arriving at final grades for the child.

The teacher may use the mark for a whole test or part of the test along with other assessment information. If teachers use the mark from an entire test, the results will reflect the provincial standard best.

How can I get the achievement test results?

We prepare a chart, or profile, showing each child's performance in relation to provincial standards on each test. We send two copies to the school that the child will be attending in September. One copy is for the student's record and the other is for sharing with parents. If we do not know which school a student will be attending, we send the profiles to the school where the child wrote the achievement test.

Detailed reports are provided for each school and jurisdiction. These reports include the provincial results.

What can I do to help my child?

Frequent reading both in and out of school is critical to children's success in all subject areas. When children read broadly and often, they develop a base that is necessary for future learning because they experience new vocabulary and sentence structures, search out answers to questions, solve problems and gain information; and they develop valuable thinking skills as they work to get meaning from their reading. All of these are essential for success in school.

It is important to remember that much learning happens quite naturally within the home environment. Families talk about things, go places and do things together, play games, make plans and deal with home situations. Listening to your child, showing enthusiasm and providing encouragement goes a long way to building self-confidence.

It is most important to be in communication with your child's teacher. By talking with the teacher, you can gain an understanding of what is expected of your child. You can also get more specific tips about ways to support your child's learning.

More questions?

If you have additional questions or comments about achievement testing, please speak with your child's teacher or school principal, or contact

The Achievement
Testing Team
Student Evaluation
Branch Alberta Education
(403)427-0010

To be connected toll-free in Alberta, dial 310-0000.

Provincial Standards and Sample Questions

The following is a short list of what students should know in mathematics by the end of Grade 3. You can get a more complete description through discussion of your child's educational program with his/her teacher.

Below are some sample questions. The questions give you a first-hand look at what provincial achievement tests are about. We have reduced the actual print size and changed the format to fit the limited space available in the Parent Guide. The tests are much friendlier for students. The answers to the questions are on page 8.

Grade 3 Mathematics Standards

Students are expected to be able to:

- use numbers up to 1000
- use fractions (fifths, tenths)
- represent numbers using objects, pictures, and symbols
- recall addition and subtraction facts (to 18), and multiplication facts (to 49)
- estimate, measure, and compare quantities of time, length, capacity, mass, and money
- classify, name, and construct three-dimensional objects and two-dimensional shapes
- interpret data using charts and graphs and be familiar with hand calculators and computers as appropriate

Grade 3 Mathematics Sample Questions

Read this and then answer the questions below.

A Trip to Mama Mia's Pizza

Hi. My name is Sarah.
One Saturday my dad said,
"Let's go to Mama Mia's Pizza for lunch. We got ready and climbed into the car. "Fasten your seatbelts," said Dad. "Away we go!"

Use this picture to answer question 1.

1. What temperature is shown on the thermometer?

- O –22°C
- O 18°C
- O 22°C
- O 24°C

2. I saw this chart on the wall of the restaurant.

Pizzas ordered this week	
432	Mama Mia's Special
702	Cheese
234	Ham and Pineapple
403	Pepperoni

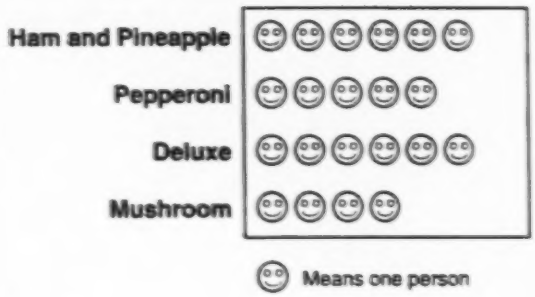
Starting at the top of my notebook, I wrote these numbers from **SMALLEST** to **LARGEST**.

Which notebook shows the numbers from smallest to largest?

702 432 403 234	234 403 432 702
O	O
432 702 403 234	234 432 403 702
O	O

Use this pictograph to answer questions 3 and 4.

Some people talked about their favourite pizza. I drew a pictograph of their choices.



3. Which kind of pizza did the FEWEST people choose as their favourite?

O Ham and Pineapple

O Pepperoni

O Deluxe

O Mushroom

4. How many people chose the Deluxe pizza as their favourite?

O 7

O 6

O 5

O 4

5. I filled two 250 mL glasses with juice.

How much juice is this?

- O More than 1000 mL
- O Less than 500 mL
- O Equal to 1000 mL
- O Equal to 500 mL

Grade 3 Language Arts Standards

Students are expected to be able to:

- read and understand Grade 3 level reading material
- describe and respond to the events and characters in literature
- look for information and answer questions using different sources
- communicate information, ideas, and opinions to familiar audiences for a specific purpose
- use complete sentences and correct spelling for commonly used words

Grade 3 Language Arts Sample Questions

Part A: Writing

Students are provided with a picture and a brief explanation as a prompt for their writing. Students choose the format (story, letter,or diary/ journal entries) that will allow them to do their best writing. Students have 60 minutes to complete their writing.

Students' writing is evaluated on what they say and how well they say it. The scoring categories are content, organization, sentence structure, vocabulary, and conventions (spelling, grammar, and punctuation). Content and organization are weighted to be worth twice as much as each of the other categories in arriving at an overall score for a student's writing.

Part B: Reading

I. Read the following story and answer questions 1 and 2.

The Bald Knight

There once was a Knight who, as he grew old, lost all his hair. His head became as bald as a duck's egg. He didn't want everyone to see how bald he was, so he had a wig made—a fine white wig with long curling tresses.

The very first day he put it on, he went hunting with a company of lords and ladies. Away they went over the green fields and through the forest, with the hounds racing on ahead, and a gay blowing of horns. The Knight was proud of his new wig, as he cantered along on his black horse.

"How handsome they must think I am!" he said to himself.

Presently the hounds lost the scent, and most of the company gathered together under a grove of oak trees till they could pick it up once more. The Knight rode up to join them. Then a dreadful thing happened. He passed under a tree, and as he did so, his wig was caught on a branch and pulled off his head in full view of everyone. How

they laughed, and how foolish the poor Knight looked, after thinking himself so handsome! There he sat on his black horse, while the fine curly wig hung above his head on the oak branch.

The Knight could not help seeing the fun, so he laughed as merrily as anyone else.

"Why," he said, almost rolling off his horse with amusement, "how could I expect a wig to stay on my head, when my own hair wouldn't!"

J. Reeves

1. The Knight hunted with

- O people of the village
- O his own family
- O lords and ladies
- O a king and a queen

2. What is the message of this story?

- O It is dangerous to ride under low branches.
- O People who wear wigs should not ride horses.
- O We need to be able to laugh at ourselves.
- O Be careful when you are hunting.

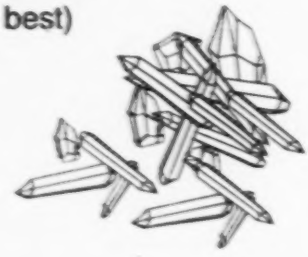
II. Read the following experiment and answer questions 3 to 5.

Dr. Zed's Crystal Mountain

This experiment shows how crystals can be made.

What You Will Need:

several pieces of charcoal
(broken lumps are best)
glass bowl
measuring cup
spoon
food colouring
salt
250 mL hot tap water
60 mL vinegar



How to Make Your Crystal Mountain

1. Place the charcoal lumps in a bowl.
2. Slowly add salt to 250 mL of hot tap water until no more salt will dissolve. Remember to stir.
3. Add the vinegar to the salt solution.
4. Pour the salt solution over the charcoal. If the charcoal floats, drain off some solution.
5. Pour the food colouring on top of the charcoal.
6. Put the bowl in a warm corner. After a few weeks, you'll have a multicolour crystal mountain.

Gordon Penrose

3. **Before you start the experiment, the charcoal should be**

- O dissolved
- O heated
- O shaken
- O broken

4. **If the charcoal floats in the salt solution,**

- O break the charcoal lumps
- O add vinegar to the solution
- O drain off some solution
- O pour food colouring on top of the charcoal

5. **Food colouring is used in this experiment so that the crystals**

- O dissolve easily
- O are different colours
- O float higher
- O are larger

Mathematics Answers

1. 22°C
2. 234
   403
   432
   702
3. Mushroom
4. 6
5. Equal to 500 mL

Language Arts Answers

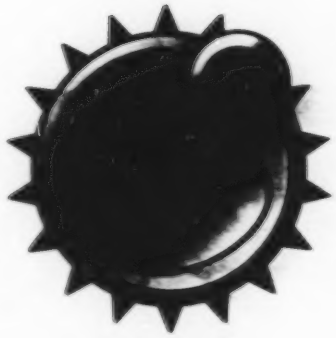
1. lords and ladies
2. We need to be able to laugh at ourselves.
3. broken
4. drain off some solution
5. are different colours

Students First!
Student Evaluation

TM

Guide des parents

Tests de rendement provinciaux



Année

Tests de rendement?
Nous, les eleves, vous aiderons a tout apprendre a propos de ces tests!
Suivez-nous ...

Alberta

Renseignements sur le programme provincial de tests de rendement

Durant les mois de mai et juin, votre garçon ou votre fille inscrit(e) en 3e année devra passer des tests de rendement provinciaux en mathématiques et en anglais. Les élèves de 6e et de 9e années devront également passer des tests.

Voici des réponses aux questions que les parents nous posent le plus souvent.

En quoi consistent les tests de rendement?

Les tests de rendement sont des tests provinciaux qui mesurent les connaissances et habiletés clés en français, en anglais, en mathématiques, en études sociales et en sciences. Ils sont fondés sur ce que les élèves sont sensés savoir et être en mesure de faire, et sur leur niveau de réussite. Les tests reflètent les standards provinciaux communs pour les élèves d'une même année.

Qui doit passer ces tests?

Tous les élèves de 3e, de 6e et de 9e années de la province doivent passer les tests provinciaux à leur niveau respectif. Les élèves de 3e année doivent passer des tests en mathématiques et en anglais. Les élèves de 6e et de 9e années doivent passer des tests en français, en anglais, en mathématiques, en sciences et en études sociales. Un nombre restreint d'élèves, dans des circonstances particulières, qui ne sont pas du tout en mesure de passer les tests ou à qui le fait de passer les tests pourrait nuire, peuvent être exemptés par un(e) directeur(trice) général(e). Des dispositions spéciales sont prévues dans le cas des élèves qui ont des handicaps physiques ou des difficultés d'apprentissage et qui ont besoin d'aide pour passer les tests.

Quel est le but des tests de rendement?

Les tests sont conçus de façon à fournir des données sur le niveau de réussite des élèves albertains par rapport aux standards provinciaux. Les tests visent à aider les enseignant(e)s dans leurs tâches de planification pédagogique et à informer les Albertains et les Albertaines du rendement des élèves à l'échelle provinciale.

De quelle façon les résultats des tests de rendement sont-ils utilisés?

Chaque école et conseil scolaire reçoit un rapport détaillé sur les résultats de ses élèves. Le personnel des écoles, conjointement avec le conseil d'école, analysent le rapport de l'école pour

déterminer les domaines où leurs élèves ont bien réussi et ceux dans lesquels des progrès peuvent être faits. Le(la) directeur (trice), les enseignant(e)s, les parents et les membres de la communauté comparent les résultats avec ceux obtenus antérieurement et examinent les résultats d'évaluations au niveau de l'école et du conseil scolaire, ainsi que d'autres renseignements touchant les élèves et les programmes. Ils et elles se basent sur ces informations pour améliorer les possibilités d'apprentissage de leurs élèves.

De la même façon, le conseil scolaire et le(la) directeur(trice) général(e) analysent le rapport au niveau du conseil scolaire pour déterminer de quelle façon on peut améliorer les programmes du conseil scolaire au profit des élèves. Alberta Education, pour sa part, analyse les résultats provinciaux pour déterminer si l'on doit modifier les politiques et les programmes provinciaux.

Ainsi, tous travaillent ensemble en vue de favoriser l'apprentissage des élèves.

Les tests de rendement provinciaux couvrent-ils tous les domaines d'apprentissage?

Aucun test en soi ne peut évaluer tous les domaines d'apprentissage. L'évaluation des habiletés de laboratoire et d'expression orale ainsi que plusieurs autres domaines d'apprentissage est mieux faite en classe par les enseignant(e)s. La meilleure mesure du développement et de la progression des élèves consiste à utiliser une grande variété d'évaluations.

Comment les tests de rendement sont-ils élaborés?

Le personnel de Alberta Education et les enseignant(e)s, conjointement avec le personnel des conseils scolaires, conçoivent les tests de rendement provinciaux. Toutes les questions sont mises à l'essai auprès d'élèves de 3e, de 6e et de 9e années avant d'être utilisées dans les tests provinciaux. Les questions des tests doivent être claires pour les élèves sinon elles ne sont pas utilisées.

Combien de temps dure chaque test?

Le test d'anglais de 3e année comporte deux parties: lecture et production écrite. Chacune des parties dure une heure. Le test de mathématiques à choix multiple dure également environ une heure.

Dans le cas des tests 6e et de 9e années, la partie écrite des tests de français et d'anglais dure environ deux heures, et la partie lecture environ une heure et demie. Les tests à choix multiple dans chacune des trois autres matières durent également environ une heure et demie.

Des pauses appropriées sont prévues pour les élèves. De plus, les tests sont échelonnés sur plusieurs jours de façon à ce que les élèves n'aient pas à passer plus d'un test par jour.

Quand les tests sont-ils administrés?

Les élèves passent la partie écrite des tests de français et d'anglais à la fin du mois de mai, et le reste des tests durant la deuxième moitié de juin.

Les enseignant(e)s disposent de guides de correction et d'échantillons de travaux d'élèves qui illustrent les standards. Ils et elles peuvent donc corriger les tests de leurs élèves et inclure les résultats de ces tests dans la note finale des élèves.

Une notation centrale est faite à l'échelle de la province. Les questions à choix multiple sont corrigées par méthode mécanographique. Des enseignant(e)s se rencontrent en juillet pour noter la production écrite des tests de français et d'anglais. Les correcteurs (trices) suivent une formation à cette fin à Alberta Education, qui effectue des contrôles d'uniformité à intervalles réguliers durant la notation centrale.

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Standards provinciaux et questions types

On vous donne ci-dessous de courtes listes des connaissances et des habiletés que les élèves devraient avoir à la fin de la 3e année. Pour une description plus complète du programme éducatif de votre enfant, veuillez communiquer avec son enseignant(e).

Ces listes sont suivies de questions types. Ces questions vous donneront une idée des tests de rendement provinciaux. Les caractères d'imprimerie et la mise en page ont été changés et adaptés à l'espace limité de ce guide des parents. En réalité, les tests ont un aspect beaucoup plus attrayant. Les réponses aux questions types se trouvent à la page 7.

Standards en Mathématiques – 3e année

Les élèves devront être capables :

- d'utiliser les nombres jusqu'à mille
- d'utiliser des fractions (cinquièmes, dixièmes)
- de représenter des nombres au moyen d'objets, d'images et de symboles
- de se rappeler les tables d'addition et de soustraction (jusqu'à 18) et les tables de multiplication et de division (jusqu'à 49)
- d'estimer, de mesurer et de comparer différentes mesures de durée, de longueur, de capacité, de masse et d'argent
- de classifier, de nommer et de construire des objets tridimensionnels et des formes à deux dimensions
- d'interpréter des données en utilisant des tableaux et des graphiques et de savoir utiliser les calculatrices et les ordinateurs quand c'est approprié.

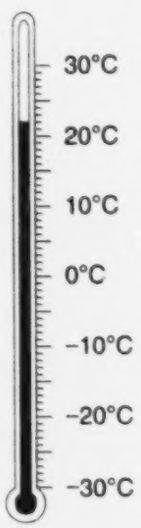
UNE VISITE À LA PIZZERIA MAMA MIA

Bonjour! Mon nom est Sarah.
Un samedi matin, mon papa dit «Allons à la Pizzeria Mama Mia pour dîner». Nous nous préparons et nous montons dans la voiture. «Attachez vos ceintures», dit papa. «Nous partons!»

Questions types – Mathématiques – 3e année

Utilise cette image pour répondre à la question 1.

Avant de partir, je regarde le thermomètre.



1. **Quelle température est-ce que le thermomètre indique?**

   O –22 °C

   O 18 °C

   O 22 °C

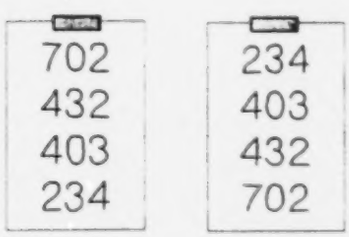
   O 24 °C

2. **Sur le mur, je vois ce tableau :**

Pizzas vendues cette semaine	
432	Spécial Mama Mia
702	Fromage
234	Jambon et ananas
403	Pepperoni

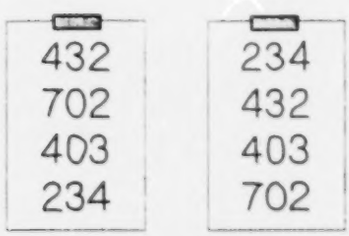
Je commence en haut de la page et j'écris ces nombres dans mon cahier, du **plus petit** au **plus grand**.

Quel cahier montre les nombres du **plus petit** au **plus grand**?



O

O



O

O

Utilise ce pictogramme pour répondre aux questions 3 et 4.

Quelques personnes parlent de leur pizza favorite.
Je fais un pictogramme de leurs choix.

3. **Quel type de pizza est choisi par LE PLUS PETIT nombre de personnes?**

   O Jambon et ananas

   O Pepperoni

   O De luxe

   O Champignons

4. **Combien de personnes choisissent la pizza de luxe comme leur favorite?**

   O 7

   O 6

   O 5

   O 4

5. Je remplis de jus deux verres de 250 mL.

Combien de jus cela fait-il?

- O Plus de 1000 mL
- O Moins de 500 mL
- O Égal à 1000 mL
- O Égal à 500 mL

Part B: Reading
Grade 3 English Language Arts:
the standards and description can be found in the English Version of this guide

I. Read the following story and answer questions 1 and 2.

The Bald Knight

There once was a Knight who, as he grew old, lost all his hair. His head became as bald as a duck's egg. He didn't want everyone to see how bald he was, so he had a wig made—a fine white wig with long curling tresses.

The very first day he put it on, he went hunting with a company of lords and ladies. Away they went over the green fields and through the forest, with the hounds racing on ahead, and a gay blowing of horns. The Knight was proud of his new wig, as he cantered along on his black horse.

"How handsome they must think I am!" he said to himself.

Presently the hounds lost the scent, and most of the company gathered together under a grove of oak trees till they could pick it up once more. The Knight rode up to join them. Then a dreadful thing happened. He passed under a tree, and as he did so, his wig was caught on a branch and pulled off his head in full view of everyone. How they laughed, and how foolish the poor Knight looked, after thinking himself so handsome! There he sat on his black horse, while the fine curly wig hung above his head on the oak branch.

The Knight could not help seeing the fun, so he laughed as merrily as anyone else.

"Why," he said, almost rolling off his horse with amusement, "how could I expect a wig to stay on my head, when my own hair wouldn't!"

J. Reeves

1. The Knight hunted with

- O people of the village
- O his own family
- O lords and ladies
- O a king and a queen

2. What is the message of this story?

- O It is dangerous to ride under low branches.
- O People who wear wigs should not ride horses.
- O We need to be able to laugh at ourselves.
- O Be careful when you are hunting.

II. Read the following experiment and answer questions 3 to 5.

Dr. Zed's Crystal Mountain

This experiment shows how crystals can be made.

What You Will Need:

several pieces of charcoal
(broken lumps are best)
glass bowl
measuring cup
spoon
food colouring
salt
250 mL hot tap water
60 mL vinegar

How to Make Your Crystal Mountain

1. Place the charcoal lumps in a bowl.
2. Slowly add salt to 250 mL of hot tap water until no more salt will dissolve. Remember to stir.
3. Add the vinegar to the salt solution.
4. Pour the salt solution over the charcoal. If the charcoal floats, drain off some solution.
5. Pour the food colouring on top of the charcoal.
6. Put the bowl in a warm corner. After a few weeks, you'll have a multicolour crystal mountain.

Gordon Penrose

3. Before you start the experiment, the charcoal should be

- O dissolved
- O heated
- O shaken
- O broken

4. If the charcoal floats in the salt solution,

- O break the charcoal lumps
- O add vinegar to the solution
- O drain off some solution
- O pour food colouring on top of the charcoal

5. Food colouring is used in this experiment so that the crystals

- O dissolve easily
- O are different colours
- O float higher
- O are larger

Réponses pour Mathématiques

1. C 2. B 3. D
4. B 5. D

English Language Arts

1. lords and ladies
2. We need to be able to laugh at ourselves.
3. broken
4. drain off some solution
5. are different colours

Les tests de rendement affectent-ils les notes du bulletin scolaire?

Ce sont les enseignant(e)s qui sont chargé(e)s de l'évaluation en classe. Chaque enseignant(e) peut décider de noter les tests ou non et de la façon d'utiliser les résultats pour déterminer la note finale des élèves.

Les enseignant(e)s peuvent utiliser la note obtenue pour la totalité d'un test, ou celle obtenue pour une partie d'un test conjointement avec d'autres données d'évaluation. Les standards provinciaux sont le mieux illustrés dans les cas où les enseignant(e)s utilisent la note obtenue pour la totalité d'un test.

Que puis-je faire pour aider mon enfant?

La lecture fréquente à l'école comme à la maison constitue un facteur crucial qui contribue au succès des enfants et ce, dans toutes les matières. Les enfants qui lisent beaucoup acquièrent une base nécessaire à tout apprentissage ultérieur. Ils et elles apprennent de nouveaux mots et de nouvelles structures syntaxiques; trouvent des réponses à leurs questions; résolvent des problèmes et apprennent de nouvelles données. Ils et elles acquièrent également de précieuses habiletés de raisonnement par le biais de leur travail de compréhension de lecture. Tous ces facteurs sont essentiels au succès scolaire.

Il est important de se souvenir qu'un vaste apprentissage se fait naturellement dans le contexte familial. Les familles parlent de différentes choses, vont à différents endroits, jouent à des jeux, font des plans et font face à différentes situations familiales. Le fait d'écouter votre enfant, de l'encourager et de faire preuve d'enthousiasme contribue grandement à bâtir sa confiance en soi, en plus de l'aider à acquérir de bonnes habiletés de communication et de raisonnement.

Il est également très important de communiquer avec l'enseignant(e) de votre enfant. En ce faisant, vous pouvez mieux comprendre ce que l'on attend de votre enfant et obtenir des trucs quant aux façons de favoriser l'apprentissage de votre enfant.

Priorité aux élèves!
Student Evaluation

Comment puis-je obtenir les résultats des tests de rendement?

Un profil individuel montre le rendement de chaque élève par rapport aux standards provinciaux pour chaque test. Nous enverrons deux exemplaires de ce profil à l'école où l'élève ira en septembre. Un exemplaire est destiné au dossier de l'élève et l'autre aux parents. Dans les cas où nous ne savons pas à quelle école l'élève ira en septembre, nous enverrons les profils à l'école où l'élève a passé les tests de rendement.

Des rapports détaillés incluant les résultats provinciaux sont transmis à chaque école et conseil scolaire.

D'autres questions?

Si vous avez d'autres questions ou des commentaires au sujet des tests de rendement, veuillez les soumettre à l'enseignant(e) de votre enfant ou au(à la) directeur(trice) de son école, ou téléphoner au:

The Achievement Testing Team
Student Evaluation Branch
Alberta Education
(403) 427-0010

Pour obtenir la ligne sans frais en Alberta, composer le 310-0000.

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